

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEW)	NOTICE OF ADOPTION AND
RULE I and the amendment of ARM)	AMENDMENT
10.58.102, 10.58.103, 10.58.104,)	
10.58.311, 10.58.312, 10.58.313,)	
10.58.314, 10.58.315, 10.58.501,)	
10.58.502, 10.58.503, 10.58.505,)	
10.58.507, 10.58.509, 10.58.510,)	
10.58.511, 10.58.513, 10.58.514,)	
10.58.515, 10.58.516, 10.58.517,)	
10.58.518, 10.58.521, 10.58.522,)	
10.58.523, 10.58.524, 10.58.526,)	
10.58.528, 10.58.531, 10.58.532,)	
10.58.533, 10.58.604, 10.58.605,)	
10.58.606, 10.58.607, 10.58.608,)	
10.58.609, 10.58.610, 10.58.705,)	
10.58.706, and 10.58.707 pertaining)	
to professional educator preparation)	
program standards)	

TO: All Concerned Persons

1. On August 5, 2022, the Board of Public Education (board) published MAR Notice No. 10-58-272 pertaining to the public hearing on the proposed adoption and amendment of the above-stated rules at page 1376 of the 2022 Montana Administrative Register, Issue Number 15.

2. The board has amended the following rules as proposed: NEW RULE I (ARM 10.57.534), ARM 10.58.102, 10.58.103, 10.58.104, 10.58.312, 10.58.313, 10.58.314, 10.58.315, 10.58.502, 10.58.503, 10.58.505, 10.58.507, 10.58.509, 10.58.510, 10.58.513, 10.58.514, 10.58.516, 10.58.517, 10.58.518, 10.58.522, 10.58.524, 10.58.526, 10.58.604, 10.58.605, 10.58.606, 10.58.607, 10.58.608, and 10.58.609, to be effective July 1, 2023.

3. The board has amended the following rules as proposed but with the following changes from the original proposal, new matter underlined, deleted matter interlined:

10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE (1)(a) and (b) remain the same.

(c) use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice;

~~(c)~~(d) demonstrate knowledge and concepts of their content area and are able to apply the content in developing learning experiences for all P-12 students;

(1)(d) through (g) remain the same but are renumbered (e) through (h).

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.501 TEACHING STANDARDS (1)(a) through (f) remain the same.

(g) plan and implement evidence-based practices that support the social, emotional, well-being, behavioral, and academic needs of all students;

(1)(h) through (l) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.511 WORLD LANGUAGES (1)(a) through (c) remain the same.

(d) narrate in oral and/or written form and describe in past, present, and future tenses using connected discourse;

(1)(e) and (f) remain the same.

(g) write narratives, descriptions, and summaries on topics of general interest in all major time frames with ~~some~~ appropriate control of aspect;

(1)(h) through (m) remain the same.

(n) exhibit ease, originality, and flexibility in applying language acquisition theories to instructional practice, based on students' developing proficiency, using a wide variety of strategies to meet the linguistic needs of their students at various developmental levels;

(o) through (2) remain the same.

(a) demonstrate knowledge and understanding of the specific classical language; ~~and~~

(b) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary ~~rather than on conversational objectives;~~

(c) understand conventional written narrative and descriptive texts;

(d) demonstrate understanding of language as an essential element of culture;

(e) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;

(f) connect perspectives to the products and practices of a culture as a way to compare the target culture to their own or to compare a series of cultures;

(g) interpret and synthesize ideas from literary and other cultural texts that represent defining works in the target cultures; and

(h) identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions.

(3) through (4)(f) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.515 INDUSTRIAL TRADES AND TECHNOLOGY EDUCATION
TECHNICAL SCIENCES (1)(a) through (s) remain the same.

AUTH: 20-2-114, MCA

10.58.521 READING SPECIALISTS K-12 (1) The program requires that successful candidates:

(a) ~~demonstrate knowledge of the role of the reading/literacy specialist in schools, and the Montana Content Standards and how they interrelate with the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, including the ways in which they interrelate, their correlation to the Montana Content Standards, and the role of the reading/literacy specialist in schools.~~ Successful candidates demonstrate knowledge of the following:

(i) ~~the components of reading development, including, but not limited to, concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension through the development of reading throughout the grades and the~~ their relationship with other aspects of literacy;

(ii) ~~the aspects of writing development and writing processes, including, but not limited to, revising and audience, and writing foundational skills, including, but not limited to, spelling sentence construction and word processing through the development of writing throughout the grades and the~~ their relationship with other aspects of literacy;

(iii) ~~the components of language, including, but not limited to, language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, and visually representing through the development of language throughout the grades and the~~ their relationship with other aspects of literacy; and

(iv) ~~the knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;~~

(1)(b) through (b)(ii) remain the same.

(iii) developing and implementing strategies to advocate for equality of educational opportunity and to develop the full educational potential of each student;

(1)(c) through (d)(ii) remain the same.

(iii) participating in and leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools; and

(1)(d)(iv) remains the same.

(e) meet the developmental needs of all learners and ~~collaborating~~ collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; ~~integrating~~ integrate digital technologies in appropriate, safe, and effective ways; and ~~fostering~~ foster a positive climate that supports a literacy-rich learning environment by:

(1)(e)(i) and (ii) remain the same.

(iii) integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways and assisting colleagues in these efforts; and

(iv) facilitating efforts to foster a positive climate that supports the physical and social dimensions of a literacy-rich learning environment; including knowledge of routines, grouping structures, student voice, and social interactions; and

(f) demonstrate ability to be reflective literacy professionals who critically analyze and synthesize research, policy, and promising practices; work collaboratively with individuals and groups of colleagues; demonstrate their coaching skills; and advocate on behalf of; students and families by:

(i) reflecting on their work, belonging to professional organizations, and as critical consumers of research, policy, and practices, sharing findings with colleagues and other stakeholders;

(i) through (iii) remain the same but are renumbered (ii) through (iv).

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.523 SOCIAL STUDIES (1) through (2)(b) remain the same.

(c) demonstrate ability to select and integrate the content and methods of investigation of history and the social science disciplines, including the use of original historic documents and sources for use in social studies instruction;

(1)(d) through (8) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.528 COMPUTER SCIENCE (1) through (1)(g)(iii) remain the same.

(iv) and ability to teach social issues related to the use of computers and information systems in society and the principles for making informed decisions including, but not limited to, security, privacy, intellectual property, and equitable access to technology resources, limits of computing, and rapid change; and

(1)(g)(v) and (h) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.531 EARLY CHILDHOOD EDUCATION (1) through (2) remain the same.

(a) knowing about, understanding, and valuing the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources;

(i) understanding the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and

(ii) demonstrating a knowledge of the implications of secondary trauma on whole-child well-being;

(2)(b) through (3)(b)(iii) remain the same.

(iv) evaluate effective curriculum to maximize children's development and learning; and

(3)(c) through (4)(b)(i) remain the same.

(ii) promotes the development of children's social, emotional, and friendship skills; and

(iii) assists children in the development of security, self-regulation ~~self-discipline~~, responsibility, and problem solving;

(4)(c)(iv) through (4)(c)(vii) remain the same.

(4)(c)(viii) making appropriate use of technology; and

(4)(d) through (5)(b) remain the same.

(c) basing curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements.

(6) through (7)(d) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.532 ELEMENTARY (1) through (1)(a) remain the same.

(b) demonstrate knowledge, understanding, and application of central concepts as outlined in the Montana content standards Content Standards for students across grades K-8 and engage students in meaningful learning experiences that support students in meeting standards;

(c) demonstrate and apply understandings of the elements of literacy that are critical for purposeful oral, print, and digital communication; apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, new literacies, and technology; include texts from and about American Indians and tribes in Montana; plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement; teach children how to read; ~~and~~ recognize that there are major theories of reading, writing, and communication processes and development, including first and second literacy acquisition; and recognize the role of a heritage language in learning to listen, speak, read, and write in a new language;

(1)(d) and (e) remain the same.

(f) demonstrate knowledge, understanding, and application of the major concepts and modes of inquiry from the social studies, including the use of original historic documents and sources, which include the integrated study of history, civics and government, geography, and economics, including personal financial literacy, to promote elementary students' abilities to make informed decisions as citizens of an interdependent and culturally diverse world that includes ~~the cultural diversity of~~ American Indians and tribes in Montana;

(1)(g) through (o) remain the same.

(p) demonstrate knowledge and understanding of formative and summative assessments to support data-driven decision making to monitor student growth and ensure the continuous intellectual, social, emotional, and physical development of elementary students.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.533 MIDDLE GRADES (4-8) (1) and (1)(a) remain the same.

(b) knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs, and interests, and apply knowledge of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents; including those whose language and cultures are different from their own;

(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and

(ii) demonstrate knowledge of the implications of secondary trauma;

(1)(c) through (2)(c) remain the same.

(d) knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences, including the use of original historic documents and sources, and other related areas to promote middle grades students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and the interdependent world;

(2)(e) through (4)(g) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.610 SCHOOL COUNSELING K-12 (1) through (1)(d) remain the same.

(e) demonstrate knowledge of the role in school counseling of ethnic and cultural heritage, including American Indians and tribes in Montana, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including American Indians and tribes in Montana;

(e)(f) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies, as well as the roles of leaders, advocates, and systems change agents in schools;

(f)(g) demonstrate competence in elementary, middle, and high school counseling in:

(1)(f)(i) and (ii) remain the same but are renumbered (1)(g)(i) and (ii).

(iii) promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, gaps in student achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement;

(iv) through (2)(g) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS (1) and (1)(a) remain the same.

(b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and;

~~(i) through (v) remain the same.~~
~~(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person with the use of data and time management and:~~
~~(i) through (iii) remain the same.~~
~~(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential of each person and:~~
~~(i) through (iii) remain the same.~~
~~(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics; and~~
~~(i) ensure a system of accountability for every student's academic, social, and emotional success;~~
~~(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;~~
~~(iii) safeguard the values of democracy, equity, and diversity; and~~
~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;~~
~~(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources; and~~
~~(g) remains the same.~~

(1) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

(a) collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, supports for each student's learning needs, diversity, digital citizenship, and community. Successful candidates understand and demonstrate the capacity to:

(i) collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect the core set of values and priorities, and have knowledge of:

(A) research on the role and importance of school mission and vision;

(B) processes for collaboratively developing a mission and vision;

(C) processes for developing an actionable mission and vision attentive to the core set of values and priorities; and

(D) the characteristics of well-written mission and vision statements.

(ii) lead improvement processes that include data use, design, implementation, and evaluation, and have knowledge of:

(A) research on school improvement;
(B) formal processes of iterative, evidence-informed improvement;
(C) data collection, analysis, and use; and
(D) implementation theory and research.

(b) understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. Successful candidates understand and demonstrate the capacity to:

(i) reflect on, communicate about, cultivate, and model professional dispositions and norms, including fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, and lifelong learning, that support the educational success and well-being of each student and adult, and have knowledge of:

(A) professional norms, including integrity, competency, fairness, transparency, trust, supports for each student's learning needs, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn, which support student success and well-being;
(B) practices that reflect professional norms;
(C) approaches to cultivating professional norms in others; and
(D) reflective practice.

(ii) evaluate, communicate about, and advocate for ethical and legal decisions, and have knowledge of-research on decision making; decision-making processes; and guidelines for ethical and legal decision making; and

(iii) model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others, and have knowledge of ethical practice and approaches to cultivating ethical behavior in others.

(c) develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. Successful candidates understand and demonstrate the capacity to:

(i) use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture, and have knowledge of:

(A) dimensions of positive school culture (e.g., safe, healthy, caring, responsive, inclusive, and respectful);
(B) research on inclusive school culture;
(C) processes for evaluating school culture;
(D) processes for effecting changes to school culture; and
(E) engaging in advocacy for all students, including American Indians and tribes of Montana.

(ii) evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student, and have knowledge of:

(A) research on the importance to student success of equitable use of educational resources and opportunities;
(B) equitable allocation of educational resources, procedures, and opportunities (e.g., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships); and
(C) broader social, cultural, and political context for the equitable access to and use of educational resources, procedures, and opportunities to develop the full educational potential and well-being of each person through our public schools.

(iii) evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff, and have knowledge of:

(A) leadership strategies related to Montana Indian Education for All, including the Essential Understandings Regarding Montana Indians;

(B) culturally responsive instructional and behavior support practices that recognize the distinct and unique cultural heritage of the American Indians and tribes in Montana;

(C) characteristics and foundations of equitable educational practice, especially among teachers and staff;

(D) research on implications for students of equitable, culturally responsive, and inclusive practices; and

(E) broader social, cultural, and political context and concerns, including those unique to American Indians and tribes of Montana.

(d) evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. Successful candidates understand and demonstrate to capacity to:

(i) evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs, and have knowledge of:

(A) research on the leadership of academic and non-academic programs;

(B) approaches to coordinating curricula, instructional technologies, and other supports with academic and non-academic systems;

(C) evidence-based curricula, use of technology, and other supports for academic and non-academic programs; and

(D) infrastructures for the ongoing support of academic and non-academic programs.

(ii) evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support student learning, digital literacy, and the school's academic and non-academic systems, and have knowledge of:

(A) evidence-based instructional practices for different student populations, including American Indians and tribes of Montana;

(B) curricula, educational technologies, and other educational resources that support digital literacy among students and adults;

(C) educational service providers; and

(D) approaches to coordinating resources and services in support of the school's academic and non-academic services.

(iii) evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being, and have knowledge of:

(A) research on effective assessment of student learning and well-being;

(B) research on assessment practices that are culturally responsive and accessible for each student;

(C) formative and summative measures of student learning and well-being; and

(D) approaches to coordinating among assessments, instructional improvement, and educational service delivery.

(iv) collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner, and have knowledge of:

(A) appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices;

(B) research on the coordination of academic and non-academic services and its impact on student learning and well-being;

(C) approaches and strategies for building a coherent and equitable system of academic and non-academic services; and

(D) approaches and strategies for supporting faculty collaboration.

(e) engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. Successful candidates understand and demonstrate the capacity to:

(i) collaboratively engage diverse families in strengthening student learning in and out of school, and have knowledge of:

(A) research on the role of families in supporting student learning in and out school;

(B) research on student and family diversity; and

(C) strategies for understanding and cultivating relationships with families and engaging them in their children's education.

(ii) collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development, and have knowledge of:

(A) school organizational cultures that promote community engagement, including American Indians and Tribes of Montana;

(B) research on how community members, partners, and other constituencies can support school improvement and student success;

(C) collaboration methods to develop and sustain productive relationships with diverse community partners; and

(D) practices for accessing and integrating external resources into the school.

(iii) communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community, and have knowledge of:

(A) research on the importance and implications of social, cultural, economic, legal, and political contexts;

(B) strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities; and

(C) educational policy and advocacy for all students, including American Indians and tribes of Montana.

(f) improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. Successful candidates understand and demonstrate the capacity to:

(i) evaluate, develop, and implement systems that support each student's learning needs and promote the mission and vision of the school, and have knowledge of:

(A) research on school management, operations, use of technologies, communication, and governance systems;

(B) principles of systems management and continuous improvement;
(C) management theories on the effective use of school resources and structures (e.g., school time and schedules) to achieve equitable outcomes for diverse student populations;
(D) processes for developing and implementing management, communication, technology, school-level governance, and operation systems; and
(E) use of technology to enhance learning and program management.
(ii) evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development, and have knowledge of:
(A) school-based budgeting;
(B) strategies for acquiring resources;
(C) processes for gathering, synthesizing, and evaluating data to develop and implement management, communication, school-level governance, and operation systems;
(D) strategies for aligning and allocating resources according to school priorities and student needs;
(E) methods and procedures for managing school resources; and
(F) Montana school finance.
(iii) reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being, and have knowledge of:
(A) laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults, including Montana school law and special education law;
(B) implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities, including tribal laws and regulations;
(C) research on emerging challenges such as privacy, social media, cyber-bullying, and safety; and
(D) the role of collective bargaining agreements.
(g) build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. Successful candidates understand and demonstrate the capacity to:
(i) collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff, and have knowledge of:
(A) research on teacher recruitment, hiring, and selection;
(B) best practices for recruiting, selecting, and hiring school staff; and
(C) strategic staffing based on student, school, and staff needs.
(ii) develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school, and have knowledge of:
(A) research-based strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being;
(B) effective communication; and
(C) the role of relationships, trust, and well-being in the development of a healthy and effective professional culture.
(iii) personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness,

distributed leadership, digital literacy, school improvement, and student success, and have knowledge of:

- (A) research on teacher professional learning;
 - (B) practices for supporting and developing school staff;
 - (C) practices for cultivating and distributing leadership among staff;
 - (D) providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success; and
 - (E) how to use digital technology in ethical and appropriate ways to foster professional learning for self and others.
- (iv) evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success, and have knowledge of:

- (A) research-based strategies for personnel supervision and evaluation;
- (B) importance of, and the ability to access, specific personnel evaluation procedures for a given context;

(C) multiple approaches for providing actionable feedback and support systems for teachers; and

(D) the role of collective bargaining agreements in the supervision process.

(2) The program requires successful candidates to participate in clinical/field experiences, which may be completed for graduate credit, that provide at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly endorsed school administrators.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.706 SUPERINTENDENTS ~~(1) The successful candidate completes the requirements of ARM 10.58.705 and the following requirements. The program requires that successful candidates:~~

~~(a) facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community and:~~

~~(i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system by strategic planning, aligning districtwide curriculum, and facilitating policy-making processes;~~

~~(ii) promote continuous and sustainable district improvement by using data to inform goals, assess organizational effectiveness, and promote organizational learning and designing, implementing, assessing, and adjusting plans to achieve goals; and~~

~~(iii) demonstrate skill in working with school boards;~~

~~(b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; and~~

~~(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program that addresses post-secondary and life readiness through district academic standards;~~

~~(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through comprehensive professional learning opportunities with principals and leaders;~~

~~(iii) appraise, support, and supervise instruction in accordance with state standards and associated accountability systems by fostering a culture of continuous improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems;~~

~~(iv) develop districtwide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and~~

~~(v) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills;~~

~~(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person and:~~

~~(i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning;~~

~~(ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory;~~

~~(iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff;~~

~~(iv) demonstrate knowledge of information systems;~~

~~(v) demonstrate knowledge of student transportation laws and best practices;~~

~~and~~

~~(vi) demonstrate knowledge of Montana school law, Montana school finance, and Montana collective bargaining and employment law;~~

~~(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana families, and mobilize community resources in order to fully develop the educational potential of each person and:~~

~~(i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners;~~

~~(ii) promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; and~~

~~(iii) collect and analyze data and information pertinent to the educational environment;~~

~~(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools; and~~

~~(i) ensure a system of accountability for every student's academic, social, and emotional success;~~

~~(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;~~

~~(iii) safeguard the values of democracy, equity, and diversity;~~

~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling; and~~

~~(v) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Disabilities Education Act (IDEA);~~

~~(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and~~

~~(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.~~

(1) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

(a) collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, support for each student's learning needs, diversity, digital citizenship, and community. Successful candidates understand and demonstrate the capacity to:

(i) collaboratively evaluate, develop, and communicate a district mission and vision designed to reflect the core set of values and priorities, and have knowledge of:

(A) research on the role and importance of district mission and vision;

(B) processes for collaboratively developing a mission and vision;

(C) processes for developing an actionable mission and vision attentive to the core set of values; and

(D) the characteristics of well-written mission and vision statements.

(ii) lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation, and have knowledge of:

(A) research on district improvement;

(B) formal processes of system-wide, iterative, evidence-informed improvement;

(C) research-based strategic planning processes;

(D) data collection, diagnosis, and use; and

(E) implementation theory and research.

(b) advocate for ethical decisions and cultivate professional norms and culture. Successful candidates understand and demonstrate the capacity to:

(i) reflect on, communicate about, and cultivate professional dispositions and norms, including support for each student's learning needs, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, and digital citizenship, and professional district and school cultures, and have knowledge of:

(A) professional norms, including integrity, fairness, transparency, trust, support for each student's learning needs, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn, that promote a productive, equitable, and effective district;

(B) approaches to cultivating professional norms in others;

(C) approaches to building organizational culture; and
(D) reflective practice.
(ii) evaluate, and advocate for ethical and legal decisions, and have knowledge of:
(A) research on and practices for decision making;
(B) knowledge of law and ethics, including special education law, Montana school law, and Montana collective bargaining and employment law; and
(C) guidelines for ethical and legal decision making.
(iii) model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others and have knowledge of ethical practice and approaches to cultivating ethical behavior in others.
(c) develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. Successful candidates understand and demonstrate the capacity to:
(i) evaluate, cultivate, and advocate for a supportive and inclusive district culture, and have knowledge of:
(A) research on inclusive district cultures;
(B) dimensions of positive and inclusive district culture (e.g., fair, safe, healthy, caring, responsive, inclusive, and respectful);
(C) processes for evaluating district culture;
(D) processes for fostering cultural change; and
(E) strategies for advocacy for all students, including American Indians and tribes of Montana.
(ii) evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student, and demonstrate knowledge of:
(A) research on the importance to student success of equitable use of educational resources and opportunities;
(B) equitable allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships; and
(C) broader social, cultural, and political context for equitable access to and use of educational resources and opportunities.
(iii) evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff, and have knowledge of:
(A) leadership strategies related to Montana Indian Education for All including the Essential Understandings Regarding Montana Indians;
(B) culturally responsive instructional and behavior support practices, with special consideration for American Indians and tribes of Montana;
(C) characteristics and foundations of equitable educational practice;
(D) research on implications for students of equitable, culturally responsive, and inclusive practice; and
(E) broader social, cultural, and political concerns with strategies to support students' learning needs in district schools, including those unique to American Indians and tribes of Montana.

(d) evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership. Successful candidates understand and demonstrate the capacity to:

(i) evaluate, design and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs, and have knowledge of:

(A) research on the leadership of academic and non-academic programs;

(B) research-based curricula, technologies, and other supports for academic and non-academic programs;

(C) approaches to coordinating among curricula, the use of technology, and academic and non-academic systems of support; and

(D) infrastructures for the ongoing support of academic and non-academic programs.

(ii) collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, improvement, and student success, and have knowledge of:

(A) research on instructional leadership at the school and district level;

(B) research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, school improvement, and student success;

(C) research-based approaches to leadership development focused on improving instructional practice (e.g., leadership evaluation, coaching, development of professional learning communities); and

(D) approaches and strategies for supporting district and school collaboration.

(iii) design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, student learning and well-being, and instructional leadership, and have knowledge of:

(A) research, theory, and best practice regarding effective and ineffective assessments of academic and non-academic factors;

(B) research on assessment practices that are culturally responsive and accessible; and

(C) research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data.

(iv) design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district, and have knowledge of:

(A) research on the coordination within and among academic and non-academic services and its impact on student learning and well-being;

(B) appropriate and ethical use of data to monitor and continuously improve the district's curriculum, instruction, and assessment practices; and

(C) approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources.

(e) understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. Successful candidates:

(i) understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school, and have knowledge of:

(A) research on the role of families in supporting student learning in and out of school; and

(B) strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school, with special consideration of American Indians and tribes of Montana.

(ii) engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole, and have knowledge of:

(A) research on student, family, and community diversity;

(B) research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success;

(C) effective practice for communicating through oral, written, and digital means;

(D) strategies for understanding and engaging district constituents, including American Indians and tribes of Montana; and

(E) governance and decision-making processes that support family-school communications and engagement.

(iii) communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs, and have knowledge of:

(A) research on the importance and implications of social, cultural, economic, legal, and political contexts;

(B) strategies for effective oral, written, and digital communication with members of the business, civic, and policy community;

(C) strategies for cultivating relationships with members of the business, civic, and policy community;

(D) public relations; and

(E) educational advocacy for all students, including American Indians and tribes of Montana.

(f) develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. Successful candidates:

(i) understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision, and have knowledge of:

(A) research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations;

(B) research, theories, and best practices concerning the management of operations, technology, communications, and governance systems;

(C) methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting learning for all students; and

(D) use of technology to enhance learning and the management of systems.

(ii) develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans, and have knowledge of:

(A) school and district-based budgeting;

(B) processes for gathering, synthesizing, and evaluating data to develop resourcing plans;

(C) research and best practices for allocating district- and school-level resources to support student learning and excellence;

(D) methods for accessing and integrating external resources into the district and schools; and

(E) Montana school finance.

(iii) develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff to support the district's collective instructional and leadership capacity, and have knowledge of:

(A) research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff;

(B) strategies for engaging school and district staff in the recruitment and selection process;

(C) strategic data-informed staffing based on student, school, and district needs;

(D) research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being; and

(E) strategies for cultivating leadership among school and district staff.

(g) cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. Successful candidates understand and demonstrate the capacity to:

(i) represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of trustees focused on achieving the district's shared mission and vision, and have knowledge of:

(A) research and best practice focused on school board governance and relations;

(B) management theory;

(C) communication strategies;

(D) negotiation strategies; and

(E) Montana collective bargaining and employment law.

(ii) design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members, and have knowledge of:

(A) research and best practice concerning effective systems for district governance;

(B) processes for engaging multiple and diverse community stakeholders; and

(C) developing and sustaining effective board relations.

(iii) evaluate, engage in decision making around, implement, and appropriately communicate about district, state, tribal, and national policy, laws, rules, and regulations, and have knowledge of:

(A) educational policy, laws, rules, and regulations, including tribal governance of education, Montana school law, Individuals with Disabilities Education Act (IDEA), and Americans with Disabilities Act (ADA);

(B) educational policy systems, formulation, adoption, and actors;

(C) strategies for accessing information about policy; local, state, tribal, and federal contexts; and the policy implications for various contexts;

(D) strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders; and

(E) the role of the collective bargaining agreement.

(iv) understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level, and have knowledge of:

(A) the use of evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges;

(B) represent the district and its priorities and needs at the local, state, and national level; and

(C) advocate for the needs and priorities of the district at the local, state, and national level.

(2) The program requires successful candidates to participate in clinical/field experiences, which may be completed for graduate credit, that provide at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly endorsed school administrators.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.707 SCHOOL PSYCHOLOGISTS (1) through (1)(b) (viii) remain the same.

(ix) applying principles and research related to well-being, resilience and risk factors in learning and mental and behavioral health, supporting services in schools and communities, multi-tiered prevention, and evidence-based strategies to respond to crises and to create and maintain safe, effective, and supportive learning environments for students and school staff;

(1)(x) through (3)(a)(xvi) remain the same.

(xvii) has appropriately and regularly scheduled supervision; and

(xviii) is provided appropriate recognition through the awarding of academic credit; ~~and~~

(3)(b) through (6)(c) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

4. The board has thoroughly considered the comments and testimony received. A summary of the comments received, and the board's responses are as follows:

COMMENT 1: CSPAC supported the changes to move ESL to its own rule.

COMMENT 2: One commenter supported the proposed changes in New Rule 1.

RESPONSE: The Board of Public Education agreed with Comments 1 and 2 and has numbered the new rule as 10.58.534.

COMMENT 3: One commenter supported New Rule 1 and acknowledged that English may not be a learner's second language and that the Board should work with experts to identify the most up-to-date language and standards used in the field to refer to teaching speakers of languages other than English.

RESPONSE: The Board of Public Education thanked the commenter for their input and after speaking with experts, determined that English as a Second Language was the appropriate terminology and retained the language in New Rule 1 as proposed by the Superintendent of Public Instruction.

COMMENT 4: One commenter is concerned about the changes being made to move English as a Second Language from 10.58.511 World Languages to its own rule without adequate input from experts.

RESPONSE: The Board of Public Education approved the Office of Public Instruction to begin revising Chapter 58 in 2020. The Office of Public Instruction worked with a task force, which included experts from Montana Educator Preparation Programs and endorsement areas to draft recommendations to the Board of Public Education.

COMMENT 5: MFPE and two commenters opposed the elimination of the specific reference to the Council for the Accreditation of Educator Preparation (CAEP) in 10.58.103 and stated that the Board of Public Education and Office of Public Instruction currently have an MOU with CAEP, that our Montana standards are heavily aligned with CAEP standards, and that the elimination implies that each EPP can select and work with a recognized accreditation agency of their choosing, which may not align with Montana's cycles, standards, and review practices.

RESPONSE: The Board of Public Education disagreed with Comment 5 and stated that by not explicitly stating CAEP in 10.58.103, educator preparation programs have more flexibility to choose the accrediting body that best suits their needs.

COMMENT 6: One commenter opposed the deletion of the language in 10.58.311 that states "use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice" and believes that the new language is not as strong and eliminates the requirement for research and evidence.

RESPONSE: The Board of Public Education agreed with Comment 6 and has reinserted the language in 10.58.311.

COMMENT 7: One commenter is concerned with the language in 10.58.312(1)(b)(v) that states “to the extent possible” as it opens the possibility for students to pressure field placement offices.

RESPONSE: The Board of Public Education disagreed with Comment 7 and stated that students will advocate for their placement and the proposed language in 10.58.312 (1)(b)(v) allows for more student choice in field placement.

COMMENT 8: One commenter opposed the removal of phrases in 10.58.312(1)(c) that encouraged technology-based interactions.

RESPONSE: The Board of Public Education disagreed with Comment 8 and stated that technology-based collaboration and interaction are an established component of our educator preparation programs’ work and that these activities will continue, even if the language is not explicit in 10.58.312(1)(c).

COMMENT 9: One commenter stated that the language in 10.58.313(1)(b) may read that EPPs should not strive to recruit and support teacher candidates from groups underrepresented within Montana student populations and supported adding the following language to the last sentence, “...toward a high-quality candidate pool that reflects the diversity of Montana’s P-12 students *and the nation.*”

RESPONSE: The Board of Public Education disagreed with Comment 9 and stated that the focus should be on representing education in Montana and that the proposed language in 10.58.313(1)(b) ensures that representation.

COMMENT 10: The Board Licensure Committee supported clearly stating the requirement for educator preparation programs to focus on evidence-based practices that support social, emotional, behavioral, and academic needs of all students and offers the following suggested language in 10.58.501(1)(g): “plan and implement evidence-based practices that support the *social, emotional, well-being, behavioral, and academic needs of all students.*”

RESPONSE: The Board of Public Education agreed with Comment 10 and has included the language in 10.58.501(1)(g), including the reference to well-being.

COMMENT 11: One commenter supported retaining the language in 10.58.501(1)(g) that specifies the requirements of assisting students “of all cognitive abilities”, rather than the recommended “all students”.

RESPONSE: The Board of Public Education disagreed with Comment 11 and stated that the proposed revisions in 10.58.501(1)(g) will continue to provide individualized instruction support for all students, including those of all cognitive abilities.

COMMENT 12: 19 commenters opposed the removal of language in reference to social justice, diversity, and democracy in 10.58.509(1)(c).

RESPONSE: The Board of Public Education disagreed with Comment 12 and noted that critical thinking and creative engagement in all areas are important and should not be limited to social justice, diversity, and democracy, and that the proposed revisions in 10.58.509(1)(c) broadens the scope rather than limiting it to those three areas.

COMMENT 13: One commenter supported the proposed language deletions in 10.58.509(1)(c).

RESPONSE: The Board of Public Education agreed with Comment 13 and has adopted the proposed revisions in 10.58.509(1)(c).

COMMENT 14: The Board Licensure Committee supported better aligning the general standards for world languages and those that apply to the classical language standards and stated that of the World Language standards listed in 10.58.511(1), all but (b), (c), (d), (e), and (g) are applicable to Classical Languages in subsection 10.58.511(2). The committee would recommend working with experts to align this section.

RESPONSE: The Board of Public Education agreed with Comment 14 and after speaking with experts, reinserted many of the standards that pertained to both world languages and classical languages in 10.58.511(2).

COMMENT 15: CSPAC supported the inclusion of ASL and tribal languages in 10.58.511.

RESPONSE: The Board of Public Education agreed with Comment 15 and has integrated ASL and tribal languages in 10.58.511.

COMMENT 16: 12 commenters opposed the removal of the language in reference to gender equity and culturally sensitive opportunities in 10.58.515(1)(k).

RESPONSE: The Board of Public Education disagreed with Comment 16 and stated that they do not believe that the removal of language in 10.58.515(1)(k) would inhibit gender equity and culturally sensitive opportunities for students.

COMMENT 17: One commenter supported the proposed language deletions in 10.58.515.

RESPONSE: The Board of Public Education agreed with Comment 17 has adopted the proposed revisions in 10.58.515.

COMMENT 18: One commenter noted that the proposed name of 10.58.515 is confusing and supported the nationally recognized name of the profession that is "Technology and Engineering Education" for consistency.

RESPONSE: The Board of Public Education partially agreed with Comment 18 and agreed that the proposed title of the rule is confusing, and after speaking with

experts, retained the current title, “Industrial Trades and Technology Education” in 10.58.515.

COMMENT 19: One commenter supported changing the language in 10.58.515(1)(a)(i) to read, “...as guided by the *International Technology and Engineering Education Association*”.

RESPONSE: The Board of Public Education disagreed with Comment 19 and stated that this could limit the national professional organizations consulted under 10.58.515.

COMMENT 20: The Board Licensure Committee stated that 10.58.521 is difficult to understand and likely needs work. The committee would recommend working with experts to align this section.

RESPONSE: The Board of Public Education agreed with Comment 20 and after working with experts, made changes to 10.58.521 that makes the language more easily understood.

COMMENT 21: One commenter stated that equity and equality are not the same and supported the removal of “equality of” in 10.58.523(3)(c), so that the phrase reads “...including freedom of choice, personal financial literacy, ethical action, efficiency, *opportunity*, full employment...”

RESPONSE: The Board of Public Education disagreed with Comment 21 and stated that the proposed revision in 10.58.523(3)(c) doesn’t make sense in relation to the proposed language.

COMMENT 22: One commenter stated that the language in 10.58.523(2)(c) potentially misses an opportunity to expand compliance with IEFA and best practices with history education and supported the following language, “...including the use of original historical *sources*.”

RESPONSE: The Board of Public Education agreed with Comment 22 and will add *sources* to the proposed language in 10.58.523(2)(c).

COMMENT 23: One commenter supported including the following language in 10.58.528(1)(b)(iv), “knowledge of *Computer Science concepts*, current programming language, and current programming language trends”.

RESPONSE: The Board of Public Education disagreed with Comment 23 and stated that the language proposed in Comment 23 already exists in 10.58.528(1)(a).

COMMENT 24: One commenter opposed the removal of the specific types of programming languages in 10.58.528(1)(b)(iv), as it is essential that students have the opportunity to use different types of technology through computer science.

RESPONSE: The Board of Public Education disagreed with Comment 24 and stated that the lists of programming languages in 10.58.528(1)(b)(iv) are not necessary, as they may change over time.

COMMENT 25: One commenter opposed the removal of language in 10.58.528(1)(c)(iv).

RESPONSE: The Board of Public Education partially agreed with Comment 25 and determined that the phrase “limits of computing and rapid change” were relevant to this section and therefore have been restored in 10.58.528(1)(c)(iv). The Board disagreed that the other phrases in Comment 25 were relevant to computer science.

COMMENT 26: The Board Licensure Committee and one commenter supported learning about the effects of childhood trauma on social, emotional, physical, and behavioral development in educator preparation programs and offered the following suggested language in 10.58.531(2)(a): “Knowing about, *understanding*, and valuing the complex characteristics and importance of children’s families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, *stresses, childhood trauma and adverse childhood experiences*, supports, and community resources. (i) *Understanding the effects of childhood trauma on social, emotional, physical, and behavioral development and being able to demonstrate trauma-informed classroom management strategies; and* (ii) *Demonstrating a knowledge of the implications of secondary trauma;*” 10.58.531(4)(b)(ii) “promotes the development of children’s *social, emotional, and* friendship skills; and (iii) assists children in the development of security, *self-regulation, self-discipline*, responsibility, and problem solving;” 10.58.531(5)(c) “*basing curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children’s school readiness and future achievements.*”

COMMENT 27: 21 commenters opposed the elimination of terminology such as trauma informed classroom management, social, emotional, and behavioral development, adverse childhood experiences, and self-regulation in 10.58.531 and states that it is important to learn the in-depth understanding of these topics.

RESPONSE: The Board of Public Education agreed with Comments 26 and 27 and stated that the current language in 10.58.531 is important to early childhood education and therefore, the language has been restored.

COMMENT 28: One commenter supported updating the terms in 10.58.531(7)(c) from grades to ages, as this is in line with the national standards for early childhood professional standards.

RESPONSE: The Board of Public Education disagreed with Comment 28 and stated that student teaching experiences are required for certain grade level groupings, not age level groupings, as outlined in 10.58.531(7)(c).

COMMENT 29: The Board Licensure Committee supported clean up language and offered the following suggested language in 10.58.531(1)(c): “...apply

understandings of the elements of literacy *that are* critical for purposeful oral, print, and digital communication... teach children how to read; ~~and~~ recognize that there are major theories of reading, writing, and communication processes and development, including first and second literacy acquisition; and *recognize* the role of a heritage language in learning to listen, speak, read, and write in a new language”.

RESPONSE: The Board of Public Education agreed with Comment 29 and made the appropriate changes in 10.58.531(1)(c).

COMMENT 30: Nine commenters opposed the removal of references to social and emotional in 10.58.532(1)(p).

RESPONSE: The Board of Public Education agreed with Comment 30 and reiterated the importance of social and emotional learning in elementary education programs in 10.58.531(1)(p).

COMMENT 31: Two commenters stated that the changes in 10.58.532(1)(f) could be interpreted that cultural diversity is viewed as unimportant, outside of recognition of Indigenous people and supported the following language, “...an interdependent *and culturally diverse* world, that includes ~~including the cultural diversity of~~ American Indians and tribes in Montana.”

RESPONSE: The Board of Public Education agreed with Comment 31 and made the appropriate changes in 10.58.532(1)(f).

COMMENT 32: One commenter stated that the language in 10.58.532(1)(f) potentially misses an opportunity to expand compliance with IEFA and best practices with history education and supported the following language, “...including the use of original historical *sources*.”

RESPONSE: The Board of Public Education agreed with Comment 32 and will add *sources* to the proposed language in 10.58.532(1)(f).

COMMENT 33: The Board Licensure Committee supported learning about the effects of childhood trauma on social, emotional, physical, and behavioral development in educator preparation programs and offered the following suggested language in 10.58.533(1)(b): “*knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs and interests, and apply this knowledge of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own; (i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; (ii) demonstrate a knowledge of the implications of secondary trauma;*”

COMMENT 34: 20 commenters opposed the elimination of terminology such as trauma informed classroom management, social, emotional, and behavioral

development, adverse childhood experiences, and self-regulation in 10.58.533 and stated that it is important to learn the in-depth understanding of these topics.

COMMENT 35: One commenter opposed removing the following language in 10.58.533(1)(b): “including those whose language and cultures are different from their own”.

RESPONSE: The Board of Public Education agreed with Comments 33-35 and stated that the type of learning currently in 10.58.533 is important and should remain.

COMMENT 36: One commenter stated that the language in 10.58.533(2)(d) potentially misses an opportunity to expand compliance with IEFA and best practices with history education and supported the following language, “...including the use of original historical *sources*.”

RESPONSE: The Board of Public Education agreed with Comment 36 and will add *sources* to the proposed language in 10.58.533(2)(d).

COMMENT 37: One commenter stated that the language in 10.58.607(1)(b) may read that EPPs should not strive to recruit and support teacher candidates from groups underrepresented within Montana student populations and supported adding the following language to the last sentence, “...toward a high-quality, *diverse* candidate pool that reflects the diversity of Montana’s P-12 students.”

RESPONSE: The Board of Public Education disagreed with Comment 37 and stated that the focus should be on representing education in Montana and that the proposed language in 10.58.607(1)(b) ensures that representation.

COMMENT 38: The Board Licensure Committee supported clearly stating the requirement for educator preparation programs to focus on evidence-based practices that support social, emotional, behavioral, and academic needs of all students and offered the following suggested language in 10.58.610(1)(f)(iii): “promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, *as well as skills to critically examine the connections between social, emotional, and behavioral issues and academic achievement*.”

RESPONSE: The Board of Public Education agreed with Comment 38 and stated that this language in 10.58.610(1)(f)(iii) is important to school counseling and therefore, the language has been reinstated.

COMMENT 39: CSPAC supported reviewing the stricken language in 10.58.610(1)(e) to evaluate whether the language is actually encompassed in other parts of 10.58.610, like Dr. Murgel stated it was.

COMMENT 40: Two commenters opposed removing the following language in 10.58.610(1)(e) “...demonstrate knowledge of the role of ethnic and cultural

heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including American Indians and tribes in Montana.”

RESPONSE: The Board of Public Education acknowledged Comments 39 and 40 and agreed that there was some confusion around statements that were made about this section. The Board approved the following language in 10.58.610, “(1)(e) demonstrate knowledge of the role in school counseling of ethnic and cultural heritage, including American Indians and tribes in Montana, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, ~~and equity issues in school counseling, including American Indians and tribes in Montana.~~”

COMMENT 41: One commenter is concerned that the proposed rules in 10.58.610 do not align with the American School Counselors Association standards.

COMMENT 42: One commenter opposed the removal of the “specifically the ethical standards of the American School Counselor Association” language in 10.58.610(1)(g), as these standards protect children and are a fundamental cornerstone of school counselor training and profession.

COMMENT 43: One commenter is concerned that the proposed revisions in 10.58.610 do not align with the School Counseling Ethical Guidelines.

RESPONSE: The Board of Public Education acknowledged Comments 41-43 and stated that language in 10.58.610(1)(h) requires that “successful candidates demonstrate knowledge of the American School Counselor Association national standards...” and that this language is sufficient, and that the specific national standards do not need to be reiterated.

COMMENT 44: One commenter opposed the removal of the “equity in academic achievement” language in 10.58.610(1)(f)(iii), which is essential to professional school counselor training in order to address systemic barriers that may exist.

RESPONSE: The Board of Public Education disagreed with Comment 44 and instead approved the following language in 10.58.610, “(1)(f)(iii) promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, ~~equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement~~ and gaps in student achievement”.

COMMENT 45: Two commenters opposed the removal of the language in 10.58.705(1)(e)(i) - (1)(e)(iii).

RESPONSE: The Board of Public Education acknowledged Comment 45 and stated that much of this language has been reinstated in 10.58.705, given the Board’s approval of the rewrite of these standards.

COMMENT 46: EPP Faculty and SAM support using the National Educational Leadership Preparation Program Standards to guide the revisions to educational leadership preparation standards and offer the following suggested language in 10.58.705: (1) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. Successful candidates:

(a) understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community, and have knowledge of:

- (i) research on the role and importance of school mission and vision;
- (ii) processes for collaboratively developing a mission and vision;
- (iii) processes for developing an actionable mission and vision attentive to values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community; and

- (iv) the characteristics of well-written mission and vision statements;

(b) understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation, and have knowledge of:

- (i) research on school improvement;
- (ii) formal processes of iterative, evidence informed improvement;
- (iii) data collection, analysis, and use; and
- (iv) Implementation theory and research.

(2) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Successful candidates:

(a) understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult, and have knowledge of:

- (i) professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being;

- (ii) practices that reflect professional norms;

- (iii) approaches to cultivating professional norms in others; and

- (iv) reflective practice;

(b) understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions, and have knowledge of:

- (i) research on decision making;
- (ii) decision-making processes; and
- (iii) guidelines for ethical and legal decision making;

(c) understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others, and have knowledge of:

- (i) ethical practice; and
- (ii) approaches to cultivating ethical behavior in others.

(3) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult, including American Indians and tribes of Montana, by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. Successful candidates:

(a) understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture, and have knowledge of;

- (i) dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, and respectful);
- (ii) research on inclusive school cultures;
- (iii) processes for evaluating school culture;
- (iv) processes for effecting changes to school culture; and
- (v) engaging in advocacy for all students, including American Indians and tribes of Montana;

(b) understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student, and have knowledge of;

- (i) research on the consequences for students of equitable and inequitable use of educational resources and opportunities;
- (ii) equitable allocation of educational resources, procedures, and opportunities (i.e., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships); and
- (iii) broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities, including those unique to American Indians and tribes of Montana;

(c) understand and demonstrate the capacity to evaluate, cultivate, and advocate, equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff, and have knowledge of:

- (i) leadership strategies related to Montana Indian Education for All, including the Essential Understandings Regarding Montana Indians;
- (ii) culturally responsive instructional and behavior support practices, with special consideration for American Indians and tribes of Montana;
- (iii) characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff;
- (iv) research on implications for students of equitable, culturally responsive, and inclusive practices; and

(v) broader social and political concern with equity and inequality in schools, including those unique to American Indians and tribes of Montana.

(4) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. Successful candidates:

(a) understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs, and have knowledge of:

- (i) research on the leadership of academic and non-academic programs;
- (ii) approaches to coordinating among (a) curricula, instructional technologies, and other supports and (b) academic and non-academic systems;
- (iii) evidence-based curricula, use of technology, and other supports for academic and nonacademic programs; and
- (iv) infrastructures for the ongoing support of academic and non-academic programs;

(b) understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems, and have knowledge of:

- (i) evidence-based instructional practices for different student populations, including American Indians and tribes of Montana;
- (ii) curricula, educational technologies, and other educational resources that support digital literacy among students and adults;
- (iii) educational service providers; and
- (iv) approaches to coordinating resources and services in support of the school's academic and non-academic services;

(c) understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being, and have knowledge of:

- (i) research on the effective and ineffective assessment of student learning and well-being;
 - (ii) research on assessment practices that are culturally responsive and accessible for each student, including American Indians and tribes of Montana;
 - (iii) formative and summative measures of student learning and well-being;
- and

(iv) approaches to coordinating among assessments, instructional improvement, and educational service delivery;

(d) understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner, and have knowledge of:

- (i) appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices;

(ii) research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being;

(iii) approaches and strategies for building a coherent and equitable system of academic (curriculum, instruction, and assessment) and non-academic services; and

(iv) approaches and strategies for supporting faculty collaboration.

(5) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. Successful candidates:

(a) understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school, and have knowledge of;

(i) research on the role of families in supporting student learning in and out of school;

(ii) research on student and family diversity; and

(iii) strategies for understanding and cultivating relationships with families and engaging them in their children's education; with special consideration of American Indians and tribes of Montana;

(b) understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development, and have knowledge of:

(i) school organizational cultures that promote community engagement, including American Indians and Tribes of Montana;

(ii) research on how community members, partners, and other constituencies can support school improvement and student success;

(iii) collaboration methods to develop and sustain productive relationships with diverse community partners; and

(iv) practices for accessing and integrating external resources into the school;

(c) understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community, and have knowledge of:

(i) research on the importance and implications of social, cultural, economic, legal, and political contexts;

(ii) strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities; and

(iii) educational policy and advocacy for all students, including American Indians and tribes of Montana.

(6) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills,

and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. Successful candidates:

(a) understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school, and have knowledge of:

(i) research on school management, operations, use of technologies, communication, and governance systems;

(ii) principles of systems management and continuous improvement;

(iii) management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations;

(iv) processes for developing and implementing management, communication, technology, school-level governance, and operation systems; and

(v) use of technology to enhance learning and program management;

(b) understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development, and have knowledge of:

(i) school-based budgeting;

(ii) strategies for acquiring resources;

(iii) processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems;

(iv) strategies for aligning and allocating resources according to school priorities and student needs;

(v) methods and procedures for managing school resources; and

(vi) Montana school finance

(c) understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being, and have knowledge of:

(i) laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults, including Montana school law and special education law;

(ii) implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities, including tribal laws and regulations;

(iii) research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety; and

(iv) the role of collective bargaining agreements.

(7) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. Successful candidates:

(a) understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff, and have knowledge of:

- (i) research on teacher recruitment, hiring, and selection;
- (ii) practices for recruiting, selecting, and hiring school staff; and
- (iii) strategic staffing based on student, school, and staff needs;

(b) understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school, and have knowledge of:

- (i) research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being;
- (ii) effective communication; and
- (iii) the role of relationships, trust, and well-being in the development of a healthy and effective professional culture;

(c) understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success, and have knowledge of:

- (i) research on teacher professional learning;
- (ii) practices for supporting and developing school staff;
- (iii) practices for cultivating and distributing leadership among staff;
- (iv) providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success; and
- (v) how to use digital technology in ethical and appropriate ways to foster professional learning for self and others;

(d) understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success, and have knowledge of:

- (i) research-based strategies for personnel supervision and evaluation;
- (ii) importance of, and the ability to access, specific personnel evaluation procedures for a given context;
- (iii) multiple approaches for providing actionable feedback and support systems for teachers; and
- (iv) the role of collective bargaining agreements in the supervision process.

(8) Internship: Candidates participate in clinical/field experiences, which may be completed for graduate credit, that provides at least 210 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly endorsed school administrators.

RESPONSE: The Board of Public Education partially agreed with Comment 46 and acknowledged that the current standards in 10.58.705 do not match the national standards, therefore, the Board replaced the old standards with new standards that largely reflect the National Educational Leadership Preparation standards.

COMMENT 47: One commenter requested the Board review the recommended changes in 10.58.706 to ensure their alignment with the National Educational Leadership Preparation (NELP) Program Recognition Standards.

RESPONSE: The Board of Public Education acknowledged Comment 47 and stated that much of this language has been reinstated in 10.58.706, given the Board's approval of the rewrite of these standards.

COMMENT 48: EPP Faculty and SAM support using the National Educational Leadership Preparation Program Standards to guide the revisions to educational leadership preparation standards and offer the following suggested language in 10.58.706: (1) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. Successful candidates:

(a) understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a district mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community, and have knowledge of:

- (i) research on the role and importance of district mission and vision;
- (ii) processes for collaboratively developing a mission and vision;
- (iii) processes for developing an actionable mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community; and
- (iv) the characteristics of well-written mission and vision statements;

(b) understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation, and have knowledge of:

- (i) research on district improvement;
- (ii) formal processes of system-wide, iterative, evidence-informed improvement;
- (iii) research-based strategic planning processes;
- (iii) data collection, diagnosis, and use; and
- (iv) implementation theory and research.

(2) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture. Successful candidates:

(a) understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures, and have knowledge of:

- (i) professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), that promote a productive, equitable, and effective district;
- (ii) approaches to cultivating professional norms in others;
- (iii) approaches to building organizational culture; and
- (iv) reflective practice

(b) understand and demonstrate the capacity to evaluate, and advocate for ethical and legal decisions, and have knowledge of:

- (i) research on and practices for decision making;
- (ii) knowledge of law and ethics, including special education law, Montana school law, and Montana collective bargaining and employment law; and
- (iii) guidelines for ethical and legal decision making;

(c) understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others, and have knowledge of:

- (i) ethical practice; and
- (ii) approaches to cultivating ethical behavior in others.

(3) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult, including American Indians and tribes of Montana, by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. Successful candidates:

(a) understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture, and have knowledge of:

- (i) research on inclusive district cultures;
- (ii) dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, inclusive, and respectful);
- (iii) processes for evaluating district culture;
- (iv) processes for fostering cultural change; and
- (v) strategies for advocacy for all students, including American Indians and tribes of Montana;

(b) understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student, and demonstrate knowledge of:

- (i) research on the consequences for students of equitable and inequitable use of educational resources and opportunities;
- (ii) equitable allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships; and
- (iii) broader social and political concerns with equity and inequality in the use of educational resources and opportunities, including those unique to American Indians and tribes of Montana.

(c) understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff, and have knowledge of:

- (i) Leadership strategies related to Montana Indian Education for All including the Essential Understandings Regarding Montana Indians;
- (ii) culturally responsive instructional and behavior support practices, with special consideration for American Indians and tribes of Montana;
- (iii) characteristics and foundations of equitable and inequitable educational practice
- (iv) research on implications for students of equitable, culturally responsive, and inclusive practice; and
- (v) broader social and political concerns with equity and inequity in district schools, including those unique to American Indians and tribes of Montana.

(4) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

Successful candidates:

(a) understand and can demonstrate the capacity to evaluate, design and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs, and have knowledge of:

- (i) research on the leadership of academic and non-academic programs;
- (ii) research-based curricula, technologies, and other supports for academic and non-academic programs;
- (iii) approaches to coordinating among (a) curricula, (b) the use of technology, and (c) academic and non-academic systems of support; and
- (iv) infrastructures for the ongoing support of academic and non-academic programs;

(b) understand and demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success, and have knowledge of:

- (i) research on instructional leadership at the school and district level; and
- (ii) research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success;

(iii) research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.);

(iv) approaches and strategies for supporting district and school collaboration

(c) understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership, and have knowledge of:

(i) research, theory, and best practice regarding effective and ineffective assessments of academic and non-academic factors (i.e., instruction, student learning and well-being, instructional leadership, etc.);

(ii) research on assessment practices that are culturally responsive and accessible; and

(iii) research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data;

(d) understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district, and have knowledge of;

(i) research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being;

(ii) appropriate and ethical use of data to monitor and continuously improve the district's curriculum, instruction, and assessment practices; and

(iii) approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources.

(5) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. Successful candidates:

(a) understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school, and have knowledge of:

(i) research on the role of families in supporting student learning in and out of school; and

(ii) strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school, with special consideration of American Indians and tribes of Montana;

(b) understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole., and have knowledge of:

(i) research on student, family, and community diversity;

(ii) research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success;

(iii) effective practice for communicating through oral, written, and digital means;

(iv) strategies for understanding and engaging district constituents, including American Indians and tribes of Montana; and

(v) governance and decision-making processes that support family-school communications and engagement.

(c) understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs, and have knowledge of:

(i) research on the importance and implications of social, cultural, economic, legal, and political contexts;

(ii) strategies for effective oral, written, and digital communication with members of the business, civic, and policy community;

(iii) strategies for cultivating relationships with members of the business, civic, and policy community;

(iv) public relations; and

(v) educational advocacy for all students, including American Indians and tribes of Montana.

(6) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. Successful candidates:

(a) understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision, and have knowledge of:

(i) research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations;

(ii) research, theories, and best practices concerning the management of operations, technology, communications, and governance systems;

(iii) methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting equity; and

(iv) use of technology to enhance learning and the management of systems;

(b) understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans., and have knowledge of:

(i) school and district-based budgeting;

(ii) processes for gathering, synthesizing, and evaluating data to develop resourcing plans;

(iii) research and best practices for allocating district- and school-level resources to support equity and excellence;

(iv) methods for accessing and integrating external resources into the district and schools; and

(v) Montana school finance.

(c) understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and

developing school and district staff in order to support the district's collective instructional and leadership capacity, and have knowledge of:

- (i) research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff;

- (ii) strategies for engaging school and district staff in the recruitment and selection process;

- (iii) strategic data-informed staffing based on student, school, and district needs;

- (iv) research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being; and

- (v) strategies for cultivating leadership among school and district staff.

(7) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

Successful candidates:

- (a) understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision, and have knowledge of:

- (i) research and best practice focused on school board governance and relations;

- (ii) management theory;

- (iii) communication strategies;

- (iv) negotiation strategies; and

- (v) Montana collective bargaining and employment law;

- (b) understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members, and have knowledge of:

- (i) research and best practice concerning effective systems for district governance;

- (ii) processes for engaging multiple and diverse community stakeholders; and

- (iii) developing and sustaining effective board relations;

- (c) understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, tribal, and national policy, laws, rules, and regulations, and have knowledge of:

- (i) educational policy, laws, rules, and regulations, including tribal governance of education, Montana school law, Individuals with Disabilities Education Act (IDEA), and Americans with Disabilities Act (ADA);

- (ii) educational policy systems, formulation, adoption, and actors;

- (iii) strategies for accessing information about: (a) policy, (b) local, state, tribal, and federal contexts, and (c) the policy implications for various contexts;

- (iii) strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders

- (v) the role of the collective bargaining agreement;

(d) understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level, and have knowledge of:

(i) the use of evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges;

(ii) represent the district and its priorities and needs at the local, state, and national level; and

(iii) advocate for the needs and priorities of the district at the local, state, and national level.

(8) Internship: Candidates participate in clinical/field experiences, which may be completed for graduate credit, that provides at least 210 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly endorsed school administrators.

RESPONSE: The Board of Public Education partially agreed with Comment 48 and acknowledged that the current standards in 10.58.706 do not match the national standards, therefore, the Board replaced the old standards with new standards that largely reflect the National Educational Leadership Preparation standards.

COMMENT 49: One commenter stated that mental health professionals serving schools need crisis response training and supported the following language in 10.58.707(1)(b)(ix), "...to respond to crises and to create and maintain safe, effective, and supportive learning environments for students and school staff."

RESPONSE: The Board of Public Education agreed with Comment 49 and stated that the language in 10.58.707(1)(b)(ix) is important to school psychologists, therefore it has been reinstated.

COMMENT 50: The Board Licensure Committee supported ensuring all references to Montana Content Standards throughout rule are capitalized as a proper noun.

RESPONSE: The Board of Public Education agreed with Comment 50 and stated it is important to use common language throughout standards, and has made the appropriate changes.

COMMENT 51: 51 commenters opposed the removal of the references to democracy in ARM Title X, Chapter 58.

COMMENT 52: CSPAC, MREA, and 42 commenters opposed the removal of the references to equity in ARM Title X, Chapter 58.

COMMENT 53: Six commenters supported the removal of the references to equity in ARM Title X, Chapter 58.

COMMENT 54: CSPAC and 25 commenters opposed the removal of the references to diversity in ARM Title X, Chapter 58.

COMMENT 55: 20 commenters opposed the removal of the references to social justice, inclusivity, and cultural sensitivity in ARM Title X, Chapter 58.

RESPONSE: The Board of Public Education acknowledged Comments 51-55 and agreed with the Superintendent of Public Instruction in removing these terms in ARM Title X, Chapter 58.

COMMENT 56: 35 commenters opposed the proposed changes in ARM Title X, Chapter 58.

COMMENT 57: Four commenters supported the proposed changes in ARM Title X, Chapter 58.

RESPONSE: The Board of Public Education thanked the commenters in Comments 56 and 57 for participating in the public comment process. The Board believes that the proposed changes in ARM Title X, Chapter 58 will further support our students attending Montana Educator Preparation Programs.

COMMENT 58: MFPE and 30 commenters opposed the removal of the references to childhood trauma or trauma informed education in ARM Title X, Chapter 58.

RESPONSE: The Board of Public Education acknowledged Comment 58 and reinstated many of these terms in ARM Title X, Chapter 58, recognizing the importance of childhood trauma and trauma informed education instruction in the Montana Educator Preparation Programs.

COMMENT 59: MFPE, CSPAC, MCSB, and 24 commenters opposed the removal of the references to social emotional learning in ARM Title X, Chapter 58.

RESPONSE: The Board of Public Education acknowledged Comment 59 and reinstated many of these terms in ARM Title X, Chapter 58, recognizing the importance of social emotional learning instruction in the Montana Educator Preparation Programs.

COMMENT 60: CSPAC, MREA, and 9 commenters opposed the removal of the references to ethics/ethical in ARM Title X, Chapter 58.

RESPONSE: The Board of Public Education acknowledged Comment 60 and reinstated many of these terms in ARM Title X, Chapter 58 prior to going out for public comment, and recognized the importance of ethical teaching practices.

COMMENT 61: CSPAC supported adding definitions for ethics, ethical, diversity, equity, social and emotional learning, well-being, and actionable measures in ARM Title X, Chapter 58.

COMMENT 62: MREA supported the following definition for the term ethics (including ethical) – Ethics is a set of moral principles that govern a person's behavior, moral principles, the principles of right and wrong.

COMMENT 63: MREA supported the following definition for the term equity – Equity recognizes that each person has different circumstances and allocates the resources or opportunities needed to reach an equal outcome by all individuals.

COMMENT 64: MREA supported the following definition for the term equality – Equality means that an individual or group is given the same resources or opportunities regardless if all individuals reaches the goal.

RESPONSE: The Board of Public Education acknowledged Comments 61-64 and determined that adding these definitions in ARM Title X, Chapter 58 was not necessary in the standards for Montana Educator Preparation Programs.

COMMENT 65: One commenter is opposed to the removal of references in ARM Title X, Chapter 58 to the utilization of technology, including the following terms: “integration of technology”, “emerging technologies”, “technology-based applications” or “technology-enhanced learning opportunities”.

RESPONSE: The Board of Public Education acknowledged Comment 65 and noted that the use of technology and technology-enhanced learning is embedded throughout ARM Title X, Chapter 58.

COMMENT 66: One commenter supported the revisions in ARM Title X, Chapter 58 to reference P-20 teachers, learners, and others throughout the proposed rule changes.

RESPONSE: The Board of Public Education acknowledged Comment 66 and updated many of the recommended references in ARM Title X, Chapter 58.

COMMENT 67: One commenter supported the inclusion of the following in ARM Title X, Chapter 58 related to effectively communicate goals, services, accommodations to team, family and related service providers; maintain accurate records; understand collaborative practices to support inclusion and skill acquisition; understand and apply best practices in analyzing appropriate rates of growth; employ inclusionary approach to student and family involvement in disability communities and supports; inclusionary practices for best outcomes.

RESPONSE: The Board of Public Education acknowledged Comment 67 and stated that the standards in ARM Title X, Chapter 58 already encompass many of the suggested terms and phrases.

/s/ McCall Flynn
McCall Flynn
Rule Reviewer

/s/ Madalyn Quinlan
Madalyn Quinlan, Chair
Board of Public Education

Certified to the Secretary of State January 17, 2023.